

Employee Satisfaction

PACE's Conceptual Model

- **PACE stands for “Personal Assessment of the College Environment,” administered by the National Initiative for Leadership & Institutional Effectiveness (NILIE) at North Carolina State University**
- **PACE is based on a conceptual model of organizational climate, measuring 4 managerial systems that differ in their approach to planning, collaboration, and organizational development**
- **They are the *Coercive, Competitive, Consultative* and *Collaborative Systems*. *Coercive Systems* are most dysfunctional and *Collaborative Systems* are the highest functioning**
- **Leadership drives the type of management system employed at any college**
- **College climate as well as the level of student success ultimately result from the type of management system employed**

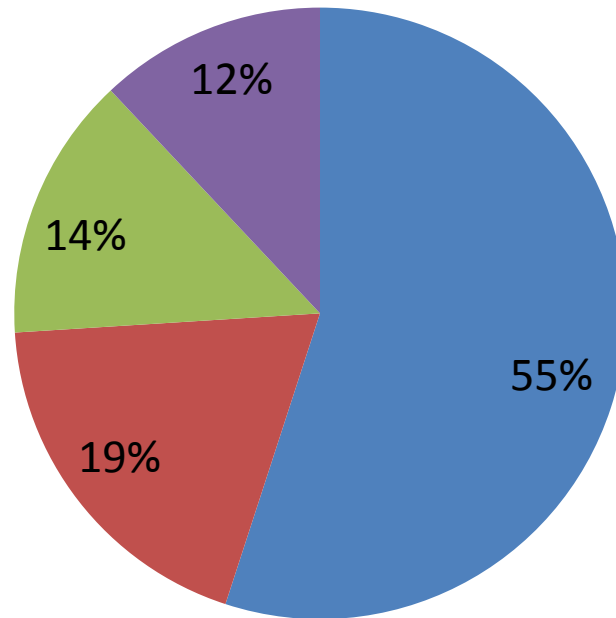
- “*College climate*” reflects a deeply imbedded culture which affects employee attitudes and behavior and is difficult to change quickly
- It results from the college’s management system
- Four climate factors are used to assess the managerial system predominant at MATC:
 - *Institutional Structure*
 - *Supervisory Relationships*
 - *Teamwork*
 - *Student Focus*
- In 2011, 56 items on the PACE survey measure these 4 climate factors

- At MATC, no average employee response on any item fell under the *Coercive Management System Model*
- One response fell under the *Competitive System*:
 - *I am able to appropriately influence college direction*
- **Most (50) fell under the *Consultative System Level***
- 5 fell within the *Collaborative System Level*:
 - *My job is relevant to the college mission*
 - *Diversity is important here*
 - *Students receive an excellent education*
 - *Institution prepares student for higher learning*
 - *Institution prepares student for a career*

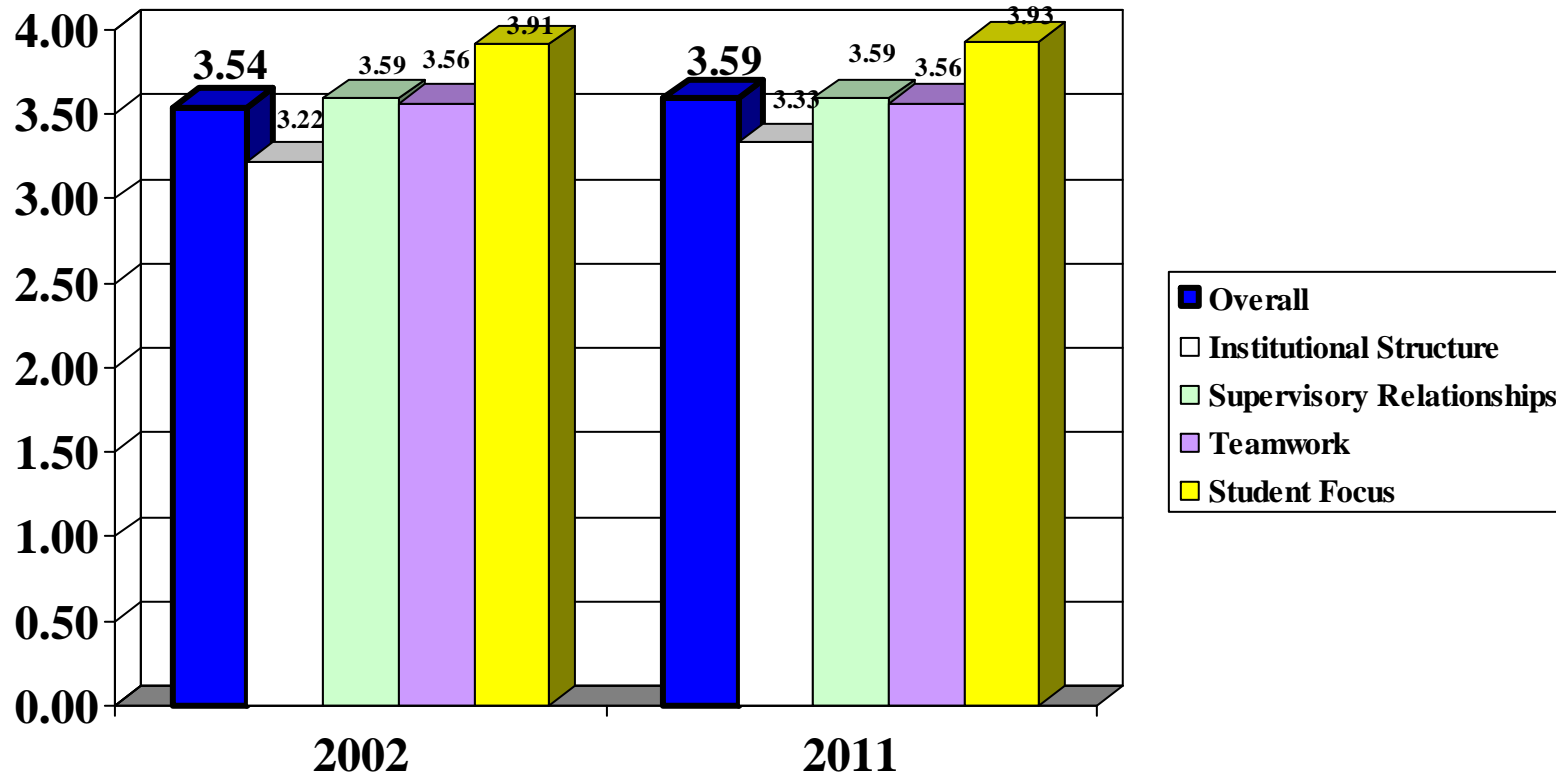
865 Full and Part-Time Employees Responded to PACE in 2011

% of Total Responses

■ Faculty ■ Administrative Support ■ Administrative ■ Technical/Operations



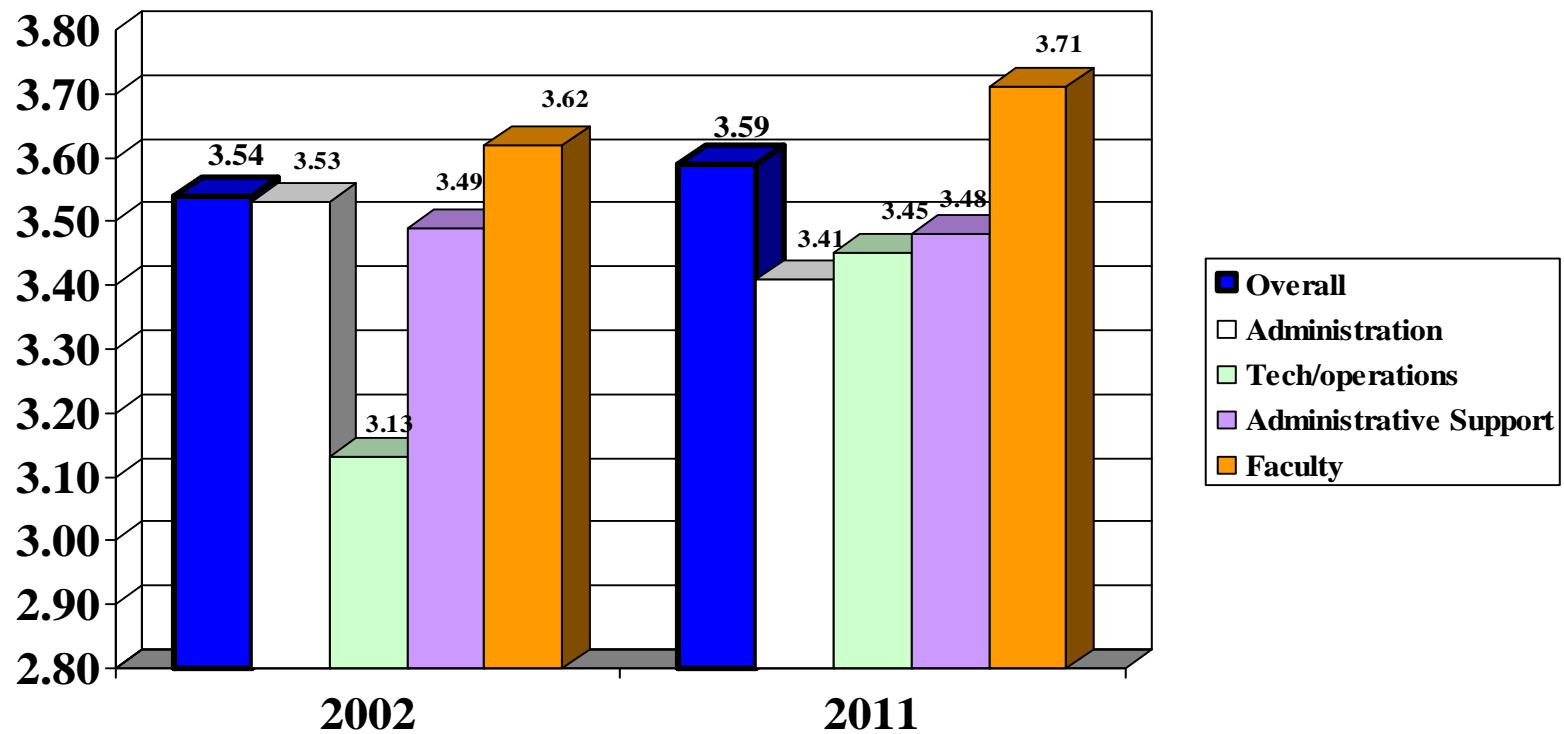
MATC's Employee Scores on the 4 Climate Factors



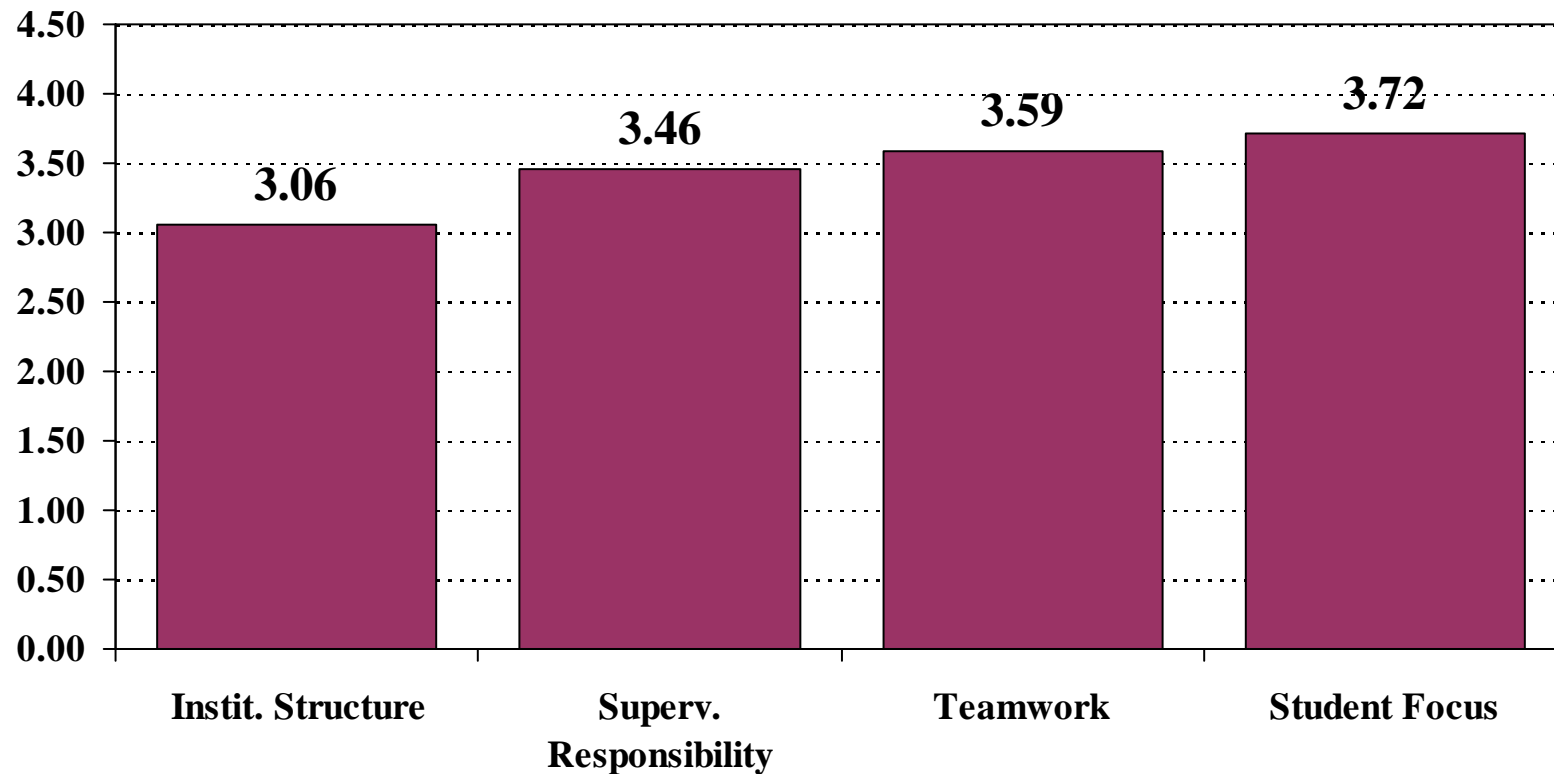
NOTE: No year-to-year changes are statistically significant

Differences in Composite Scores among MATC Personnel Groups

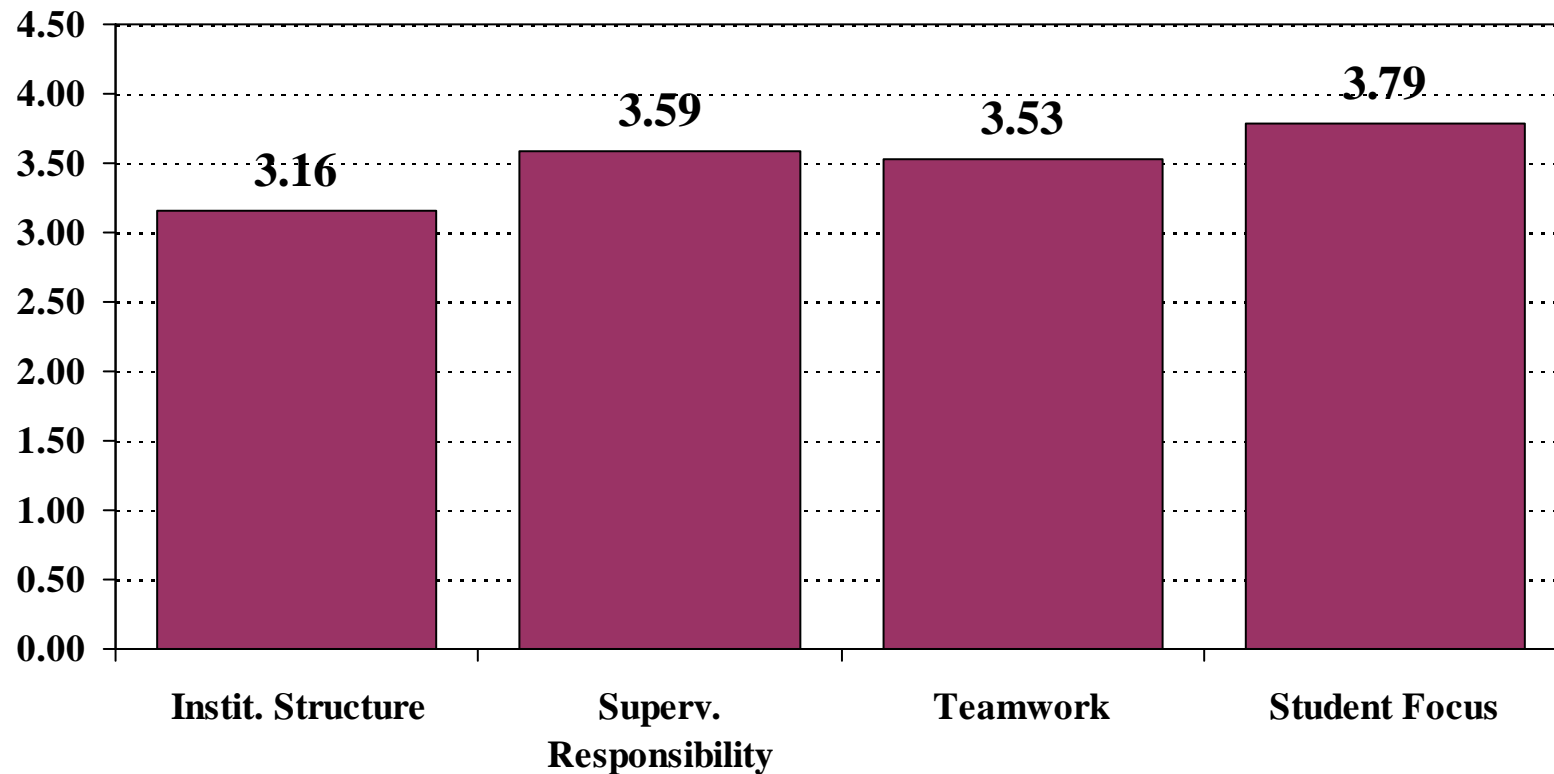
NOTE: All year-to-year changes are not statistically significant



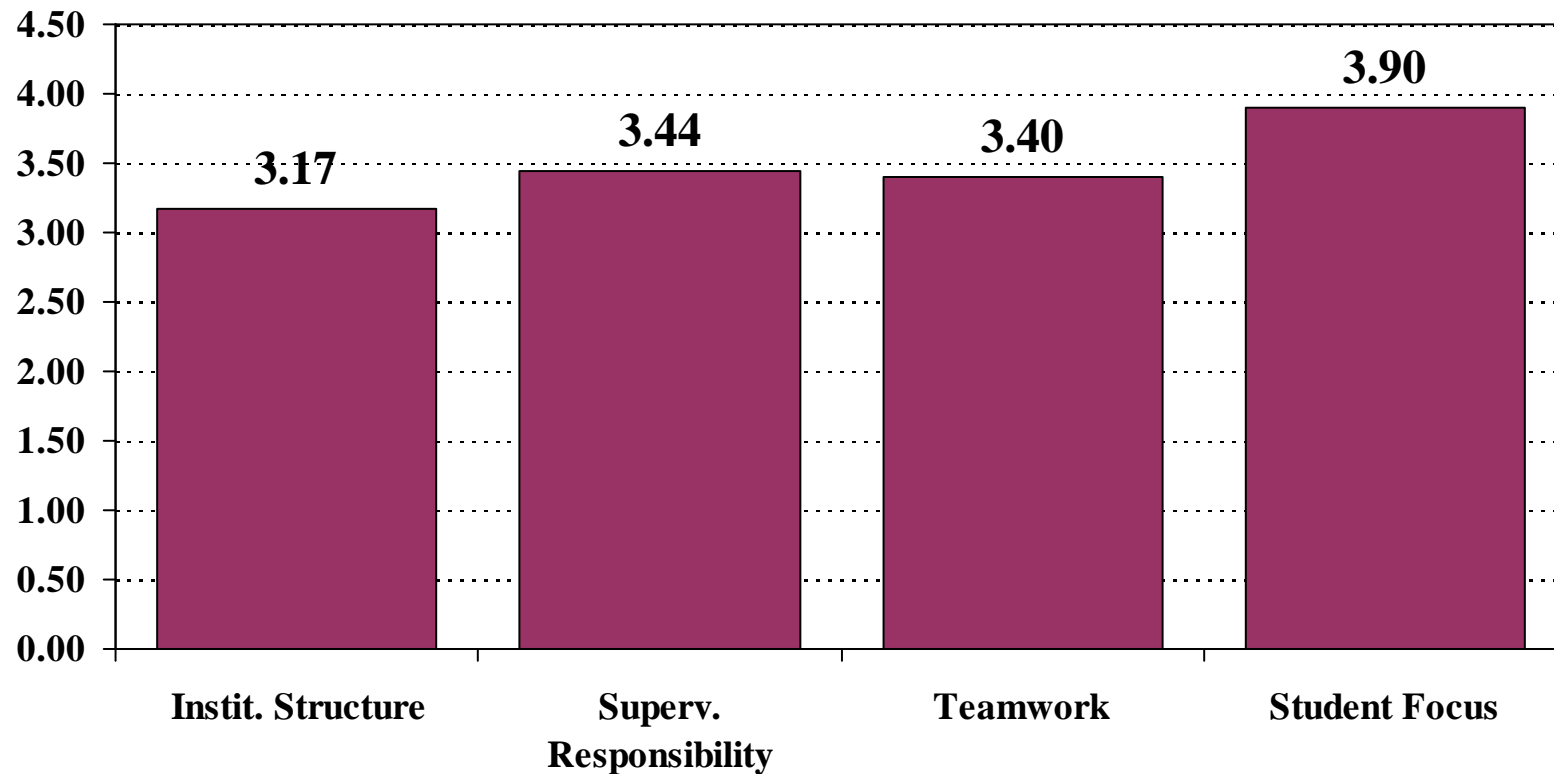
Personnel Scores on the Climate Factors: *Administration*



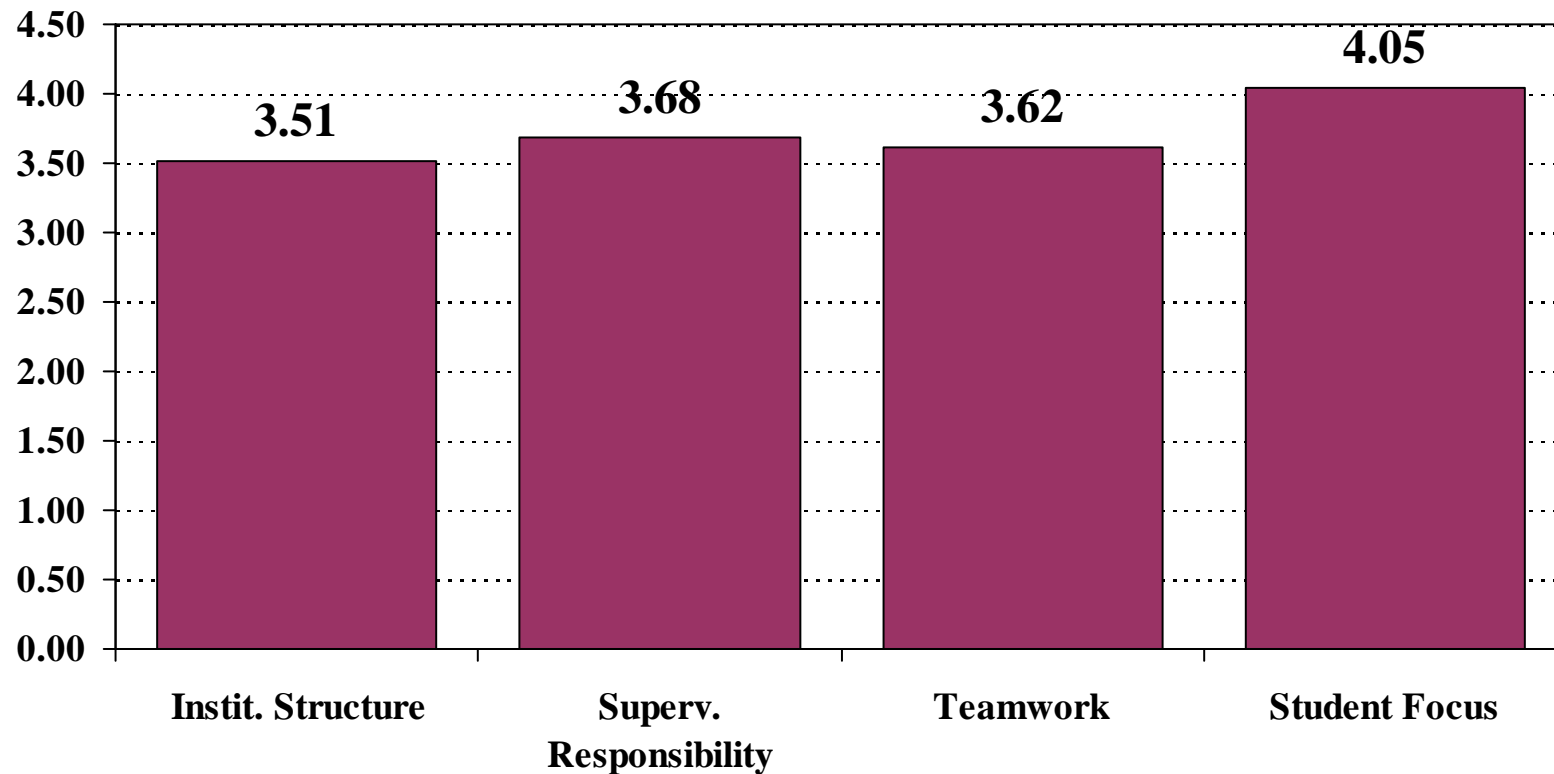
Personnel Scores on the Climate Factors: *Administrative Support*



Personnel Scores on the Climate Factors: *Technical/Operations*



Personnel Scores on the Climate Factors: *Faculty*



Items With the Two Highest & Lowest Scores Among Personnel Groups:

Assessment by Administration

-Strengths: **My job is relevant to the institution's mission**
This institution prepares students for a career

-Challenges: Institution is appropriately organized
Information is shared within the institution

Assessment by Administrative Support

-Strengths: **My job is relevant to the institution's mission**
Supervisor expresses confidence in my work

-Challenges: **Information is shared within the institution**
Institution is appropriately organized

Assessment by Technical/Operations

-Strengths: **My job is relevant to the institution's mission**
Student ethnic and cultural diversity are important

-Challenges: **Information is shared within the institution**
Leaders regularly review performance measures to identify needed actions

Assessment by Faculty

-Strengths: **My job is relevant to the institution's mission**
This institution prepares students for a career

-Challenges: I have an opportunity for advancement within the institution
Decisions are made at the appropriate level at the institution